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BMGT 340.01: Management and Organizational Behavior

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BMGT340 Management and Organizational Behavior (3-Cr)
Fall 2014 – University of Montana – School of Business Administration
Dr. Fengru Li

Section 1 CRN74159 MW 2:10 – 3:30PM GBB 201

Section 2 CRN74161 MW 3:40 – 5:00PM GBB 201

Office Hours: Friday 2:00-5:00 GBB 304 (Or walk-in)

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<http://www.business.umt.edu/FacultyStaff/FengruLi.aspx>

<http://www.umt.edu/catalog/colleges-and-schools/business-administration/management-and-marketing/bs-management/default.php>

Required textbooks:

1. Hitt, Miller & Colella (2011) Organizational Behavior. 3rd Ed. John Wiley & Sons, Inc. ISBN978-0-470-52853-2 -- available at UM Bookstore. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP001751.html#instructor> (chapter intro)
 - a. **E-copy** www.wiley.com/college/hitt; www.wiley.com/college/sc/currency
2. Scott, Susan. (2004). *Fierce Conversations*. Berkley Books, NY.
3. Required readings on Moodle.

Course Assignments and Evaluation: total 100 points

A	95 and above	B +	87 to 89	C +	77 to 79
A –	90 to 94	B	83 to 86	C	73 to 76
		B –	80 to 82	C –	70 to 72

Grades: 100 points total

Class Participation & Attendance23 points (1pt/day)

Any tardiness over 5 minutes or leaving 10 minutes early leads to 0.5 point deduction for that day.

3 Exams -- multiple choice questions plus bonus essay questions..... 52 points (plus 3 pts bonus)

Exam #1 = 16 points + 1 bonus; Exam #2 = 20 points + 1 bonus; Exam #3 = 16 points + 1 bonus

Intensive Negotiation: (see separate requirement).....10 points

Fierce Conversation Project (see separate requirement).....15 points (plus up to 3 pts best projects reward)

On Exams: All exams are taken in class. **No make-up exams:** Students must take exams on their regularly scheduled days unless they have an excused absence which includes ONLY (1) University-approved absences, (2) documented health emergencies, (3) civil service as military duty and jury duty, and (4) other emergencies deemed appropriate by the instructor. In all cases, the instructor must be notified prior to the exam by email or phone message unless the emergency makes such notification infeasible. During the exam you may not leave the room. Leaving the room results in the conclusion of that student's exam. Electronic dictionaries, cell phones, tablets, laptops, notes, or other assistive items are not allowed.

On Intensive Negotiation: This is the only hands-on experience for conflict management and business negotiation. Once you are paired up for the two rounds of negotiations, it cannot be changed. If you have a schedule conflict, I advise you to either take a different 340 class, or opt for the literature research writing project. **The option request is due by Sept. 30th to be accepted.**

Course Overview

Students must earn a C- or better in BMGT 340 before enrolling in the capstone, BMGT 420, 426 or 444.

Management and Organizational Behavior (MGMT340) is an entry level course introducing basic concepts and practices of managing the human side of businesses. Major subjects to be covered include:
History: Management and Organizational Behavior

Basic Management Process, Organizational Structure, Job Analysis, Design

Personality, Perception, Attitudes

Motivation, Social Learning, Team/Group Behavior

Leadership, Decision Making, Conflict, Power & Politics

Organizational Communication, Performance Appraisal

Organizational Culture, Internal & External Influences

Introduction to HRM: Strategic importance

Course Goals: BMGT 340 Management and Organization Behavior

Upon completion of this course students will be able to:

1. Understand the roles and responsibilities associated with management, including planning, organizing, staffing, controlling, and leading;
2. Demonstrate knowledge of the historical, classic and contemporary management concepts and theories;
3. Understand the specific organizational roles of a human resource management professional and the connection between people/employee management, firm strategy, and the bottom line;
4. Understand the basics of managing people in a global economy with an increasingly culturally diverse workforce and to make ethical decisions that are socially sensitive;
5. Be familiar with the basics of the political, technological, environmental, and legal impacts on managing people in different geographical locations;
6. Demonstrate critical thinking skills and the ability to recognize typical behaviors associated with organizational productivity (including behaviors driven by individual/group differences, global diversity, motivation, conflicts, decision-making, leadership, unions and innovation). Understand ways to manage people with behavioral issues either through addressing ability and/or motivation;
7. Understand the legal considerations that must be taken into account in employment processes from hiring to termination, understand maintaining and developing employees, including safety, health, and personal growth issues;
8. Be familiar with techniques of analyzing and designing jobs and organizations, including structure and culture, to address productivity and performance;
9. Demonstrate ability to effectively communicate at all levels about people and performance issues that require differential motivational and leadership competencies to enhance individual, group/team, and organizational performance;
10. Understand the elements of change and how to introduce, manage, and lead change at all levels (with individuals, with groups/teams, and with the organization as a whole).

Tentative Schedule – changes may be announced in class

Assigned readings must be completed before class for discussion purpose.

WK 1 Course Orientation, Ch.1

- 8/25 Course Orientation;
- 8/27 Lecture Ch.1. Assign Fierce Conversation project.
Movie and discussion “The Business of Paradigms.”

WK 2 Ch. 1 continued

- 9/1 Labor Day. No class. UM Office is closed.**
- 9/3 Ch.1 lecture

WK 3 Ch. 2 Diversity

- 9/8 Lecture, discussion
- 9/10 Lecture, video “Innovation, Diversity and Wealth” and discussion

WK 4 Ch. 3 Globalization

- 9/15 Lecture & Discussion
- 9/17 Lecture & Discussion: - Moodle Posting HBR (2006) “Managing Multicultural Teams”

WK 5 Ch. 3 Globalization; FC Project Assignment; Exam #1 (all materials prior to 9/25);

- 9/22 Lecture; **Assign Fierce Conversation group chapter**
- 9/24 Lecture and Exam #1 in class.**

WK 6 Fierce Conversation Book/Project

- 9/29 Group discussion on assigned FC chapters.
- 10/1 Groups on FC questions; discussion; debriefing Exam#1

WK 7 Ch.4 Ch. 4 Perceptions, Attribution, Social Learning continued

- 10/6 Lecture;
- 10/8 Lecture and discussion

WK 8 Ch. 5 Personality, Emotional Intelligence, Attitudes

- 10/13 Lecture; Discussion Moodle Posting HBR (2006) “Managing Middlescence”
- 10/15 Lecture; Video: “Emotional Intelligence”

WK 9 FC Field Research; Ch.6 Motivation & Performance Appraisal

- 10/20 **Fierce Conversation Field Research Day; No classroom meeting.**
- 10/22 Teams FC Field trip debriefing; Lecture;
Discussion Moodle Posting HBR (2008) “Employee Motivation”;

WK 10 Ch. 6 Motivation & Performance continued; Exam #2 (all materials after Exam#1 including FC book);

- 10/27 Ch.6 Lecture and discussion
- 10/29 Lecture; **Exam #2**

WK 11 FC Team Presentations

- 11/3 3 teams FC Presentations;
- 11/5 3 teams FC Presentations;

WK 12 Ch. 8 Leadership & Ch. 10 Decision Making; Ch. 9 pp.343-358 Barriers to Communication

11/10 4 teams FC Presentations; Debrief FC Presentations

11/12 Ch. 8 Lecture and Discussion Moodle Posting HBR (2009) “Why Good Leaders Make Bad Decisions” Debrief exam#2

WK 13 Ch. 12 Conflict and Negotiation; handouts;

11/17 Lecture “The Power of Persuasion” in negotiation

11/19 Discussion Training video: Getting to Yes without Giving in.

Assigning roles for 12/3 and 12/5 negotiation

(Be in class to collect your roles & case assignments. Failing to collect your assignments leads to “0” in negotiation. Confidential role assignments can only be acquired in class)

WK 14 Conflict and Negotiation continued.

11/24 Working session for FC final report, reflective essay and transcript (due 11/25 by midnight to Moodle)

11/26 Student Travel Day – No Classes

WK15 Intensive Negotiation Project

12/1 Negotiation case 1 and debriefing

12/3 Negotiation case 2 and debriefing

WK 16 FINALS WEEK – Final Exam

12/8 Mon. 2:30-3:10pm. Exam #3 is for ALL students from ALL sections.

UM policies regarding attendance/absences and Email correspondence:

Class Attendance/Absence Policy

Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies to permit other students to add classes. Students not allowed to remain must complete a drop form or drop the course on the internet (<http://cyberbear.umt.edu>) to avoid receiving a failing grade. Students who know they will be absent should contact the instructor in advance.

UM Email Policy

As of 1 July 2007, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, to receive a response, students must use their GrizMail accounts (netid@grizmail.umt.edu or fname.lname@umontana.edu). Email from non-UM accounts may be flagged as spam and deleted without further response. Due to security issues, confidential information (including grades and course performance) will not be discussed via email.

Academic integrity

Integrity and honesty are hallmarks of the accounting profession. It is your duty to abide by the University’s academic policies, and it is the instructor’s duty to enforce those policies. Cheating of any sort will not be tolerated. Cheating, failure to follow instructions, and/or failure to follow course policies may result in a reduced grade or a failing grade at the instructor’s option. The following message about academic integrity comes from the Provost’s office: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.”

UM Disability Policy

“The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lomasson 154 <http://www.umt.edu/disability>.” I will work with you and DSS to provide an appropriate accommodation.”

Grievance policy

Although conflicts between students and professors are rare, they do occasionally occur. Please be aware that the standard operating procedure for dealing with such conflicts within the School of Business Administration is as follows:

1. Try to resolve the conflict with the instructor.
2. If you feel that the conflict cannot be resolved between yourself and the instructor, contact the department head.
3. If, after speaking with the department head and the instructor, you still feel that the conflict has not been resolved, contact the dean of the School of Business Administration.

Incomplete policy

University policies regarding incompletes will be followed. In particular, the policy on incompletes is as follows:

The incomplete is not an option to be exercised at the discretion of students. In all cases it is given at the discretion of the instructor within the following guidelines . . . A mark of incomplete may be assigned students when:

1. *They have been in attendance and doing passing work up to three weeks before the end of the semester, and*
2. *For reasons beyond their control and which are acceptable to the instructor, they have been unable to complete the requirements of the course on time. Negligence and indifference are not acceptable reasons.*

Major Field Test

All business majors must take and pass the Major Field Test (a national test of business knowledge) before graduating. Material from this course will be included on that exam.

School of Business Administration Mission Statement and Assurance of Learning

The University of Montana’s School of Business Administration is a collegial learning community dedicated to the teaching, exploration, and application of the knowledge and skills necessary to succeed in a competitive marketplace.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals and objectives for our undergraduate students:
Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Objectives:

- Students will demonstrate fundamental business knowledge on a nationally normed test or a locally prepared test.
- Students will demonstrate fundamental business knowledge of business concepts while working in an internship.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Objectives:

- In a business plan and/or business simulation game, students will integrate concepts from several of the functional areas of business.

Learning Goal 3: SoBA graduates will be effective communicators.

Objectives:

- Students will demonstrate the ability to write effectively.
- Students will deliver professional quality oral presentations.
- Students will demonstrate writing skills in internships.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Objectives:

- Students will use appropriate tools to identify the root cause of a business problem.
- Students will use brainstorming tools to identify relevant alternatives for solving a business problem.
- Students will effectively analyze alternatives using quantitative tools.
- Students will effectively analyze alternatives using qualitative tools.
- Students will use appropriate tools to select a solution from competing alternatives.
- Students will identify metrics that will indicate the success or failure of the implemented solution.
- Students will demonstrate problem solving skills in internships.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Objectives:

- Students will demonstrate moral reasoning on a nationally normed test.
- In a case, students will recognize potential ethical dilemmas in a business situation.
- In a case, students will identify the consequences of different ethical perspectives when applied to an ethical dilemma in a business situation.
- Students will recognize potential ethical dilemmas in internship situations.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Objectives:

- Students will understand the role of technology in creating business innovations and in obtaining competitive advantage.
- Students will make appropriate use of spreadsheets (formulas, tables, and graphs).
- Students will effectively use spreadsheets and other technology in an internship situation.
- Students will design and construct a web page.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

Objectives:

- Students will understand how globalization impacts U.S. economic conditions and workforce dynamics (e.g., employment opportunities, etc.)
- Students will understand how different operating and cultural conditions affect the general conduct of business in different areas of the world.
- Students will demonstrate global business knowledge on a nationally normed test.

Suggested and Optional Reading List (not to be tested)

1. Cialdini, Robert B. (2009) *[Influence: Science and Practice](#)*, 5th Ed. New York: Harper Collins College Publishers. (\$22.95 new, \$8 Amazon.com.)

This book was on the U.S. Business School Deans Must-read List in 2004 . It is widely read among lawyers. The author, a social psychologist professor at the University of Arizona, has been a renowned speaker for Executive Business Seminars in domestic and international arenas. The writing is based on

solid scientific research in fields such as chemistry, physics, biology, psychology and sociology. The power of influence, skills of persuasion and the underlying rationales are illustrated with ample examples.

2. Fisher, Roger; Ury William, & Patton Bruce (1992). *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd Ed. NY: Penguin Books.

This skill-oriented book is built on win-win principles. It was first developed from the Harvard Negotiation Program in 1981 (1st edition), revised in 1991, and adopted by many countries with sales of 3,000 copies a week every week since 1992. I've been using it since 1998 for MBA645, Business Negotiations. The authors are educators, lawyers and international consultants.

Fierce Conversation Project (Book: Fierce Conversation)

Project Descriptions:

“Fierce Conversation” Team Field Research & Findings Presentation (15% of course grade)

1. This team project is to seek answers to this inquiry: Given the trends of this industry, what mindset and skill-set do the industry leaders expect young business professionals to possess, how and why?
2. The learning goals of this team project are:
 - i) to research on the trends of an industry of your choice before field trips to collect firsthand information on the task.
 - ii) to apply the thinking, questioning and listening skills from “Fierce Conversation” to a real “fierce conversations” with an industry leader(s) of your choice;
 - iii) to acquire an appreciation of designing and conducting in-depth, authentic, formal, and engaging conversations with local, national, or international industry leaders who are active company CEO, president, vice president, CFO, or COO; and to learn from the experience of these industry leaders what they want from you based on the trends and development of the industry.
 - iv) to orally present research findings in a succinct manner followed by a written Executive Report and transcript of the field conversations.
3. Your team will conduct one (two is welcome for comparisons) fierce conversations with leader(s) from an industry of your interest. Each conversation should be no less than 60 minutes. Self-employed individuals, supervisors, floor managers, and employees are NOT suitable for this project, partially because industry trends should be a component of conversation, and partly because a broader vision from industry leaders should benefit you. This is NOT an interview process, but an authentic conversation. In the author’s words:

“We effect changes by engaging in robust conversations with ourselves, our colleagues, our customers, our family, and the world...Your ability to effect change will increase as you become more responsive to your world and to the individuals who are central to your happiness and success.”

Although the book requires a conversation topic to be determined by the business client, I ask you to skillfully and strategically orient the industry executives to engage in your task. It is imperative that you strictly follow all the advice/tips given by Susan Scott in her user’s guide when initiating business contacts. Use the principles from the book as a guideline in your conversations.

Grading:

Oral Presentation of Research Findings

1. Each team is required to conduct a FULL 15-minute formal oral presentation on findings. Teams are encouraged to invite business leaders to attend your presentation. Going under or over 15 minutes will be penalized.
2. Dr. Li will ask questions after your presentation and you should be prepared to defend your positions.
3. PPT is required and should be uploaded to computer by 11:00am Nov.
- 4.
5. a day before presentation, as team presentation will be random. Every team should be prepared to be called upon to present .
6. No note cards are permitted.

Written Executive Report and Transcript

Team's report and transcript are due in word document via Moodle by November 25, midnight. Moodle closes at midnight sharp. Late submissions will be submitted to fengu.li@business.umt.edu and the applicable penalty is one letter grade each day. Your documents include:

1. Cover page with class section, names of team members, dates the two conversations occurred, CEOs' names, companies' names, and the companies' email for contact.
2. A reflective essay, commenting on the findings – 1 page, single-spaced, and 11 font.
3. Formal business writing is mandatory, free of mistakes.
4. All questions (including follow-up questions) you have asked and pre-prepared will be completely transcribed and included.
5. Selective transcriptions of important aspects from our conversations should be transcribed and presented in the sequence under the questions occurred. 75-85% of the conversation contents need to be transcribed in order for readers to assess the quality and values of the conversations.

Project Timeline

9/22 Assign Fierce Conversation group chapter
 9/29 Group discussion on assigned FC chapters.
 10/1 Groups on FC questions
 10/20 Fierce Conversation Field Research Day; No classroom meeting
 11/3 By 2:00p.m. (3:30pm for section 3) ALL teams upload PPT to classroom computer and a hard copy to Dr. Li
 11/3 3 teams FC Presentations;
 11/5 3 teams FC Presentations;
 11/10 4 teams FC Presentations
 11/24 Working session for FC final report, reflective essay and transcript
 11/25 Complete project materials due electronically to Moodle by midnight. (a letter grade penalty each day after the due day)

